NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

# THE bulletin

Vol. 50/No. 5

April 2007

VOLUNTEERS
GROW
COMMUNITY

NATIONAL VOLUNTEER WEEK April 15-21, 2007

Thanks to all teacher volunteers!

VOLUNTEER
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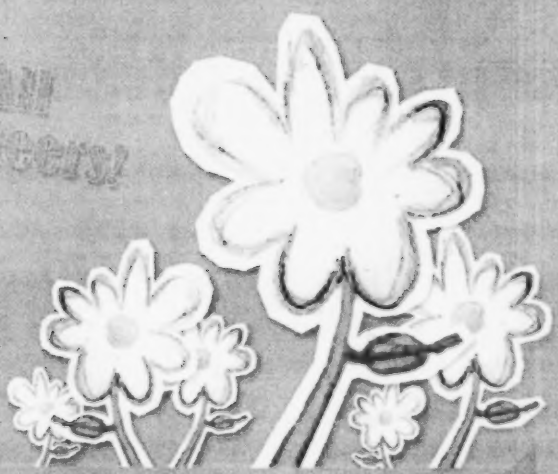

# *Up Front* from the President

When asked how much educated men were superior to those uneducated, Aristotle replied, "As much as the living are to the dead." – D. Laertius

At ten years of age and having just finished grade four my father was working in a fishing boat. He continued fishing until the outbreak of World War II at which time he became a soldier. When the war ended he managed to complete his grade ten on the GI Bill (grants made available to ex-soldiers) and then became a bricklayer.

Truth be known, my father was a reasonably well-read man who had a passion for fairness and justice and worked toward making these things a reality. However, despite these wonderful qualities he still seemed to have one regret – that, in his mind, he had not received a good education. He felt somehow that he had been cheated and his potential was never realized. As a result, he seemed to be on a mission to prevent others from experiencing this same regret. This belief rubbed off on me.

Through a combination of what seemed to be a series of unrelated events I had the opportunity in the latter half of the 1980s to take some graduate courses in education from Dr. Robert Starrett at Fordham University in New York City. It is difficult to encapsulate in a paragraph or two the ideas he was advocating but suffice it to say that his approach to education seemed to me to be on the leading edge of something new and it caught my attention. His philosophy, in a nutshell, was that we cannot continue to live in a world where only a portion of our population become educated. With the problems that the world is/will be facing we need all the creative energy we can muster to contribute to solutions. So, basically we had to start becoming more aware of the individual needs of our students. To the degree possible we had to attempt to realize the potential of all.

Remember this was the 1980s. Then in the early to mid-90s the Pathways to Programming and Graduation slowly started to be introduced obviously driven by the types of philosophy I had learned earlier. I probably need not tell you more. From a personal point of view the introduction of this programming, though laudable, was haphazardly done with many parts of the province somewhat in-serviced, others following much later and some possibly not in-serviced at all. Conscientious teachers in their concern for their students tried to make it work with very limited resources to allow for a successful implementation of such a new model. Testing would be sought and months, sometimes years would go by before it occurred. The demands on teachers time increased exponentially and, out of frustration, many of us probably secretly wished it would simply go away or we just closed our doors and taught. I don't know how many years will go by before we, as a society, realize that if we are going to adopt this approach we have to be willing to resource it. We cannot expect our teachers to stretch themselves beyond recognition so that government can save money. Is this new model essential or is it not?

I also sense that teachers are not able to give themselves to the communities they live in the way they used to. In a province where I have boasted that teachers were the engines that made the community wheels turn, the loss of the voluntary energies of teachers is a real travesty. It is my fervent hope that education be seen as an investment and that the resources be provided so that all our students can experience success and teachers can get back to continuing to contribute to the greater good of this province. All those who have gone before us, including my father, would expect nothing less.


THE bulletin

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The Railway Coastal Museum is offering **four $1000 scholarships** to graduating high school students in Newfoundland and Labrador. The Railway Coastal Museum is dedicated to preserving and telling the history of the railway and Coastal Boat services in our province. During its 100 year history, the railway and coastal boat services played a vital role in the lives of the people of Newfoundland and Labrador and the communities in which they lived.

Students are invited to submit an essay on the importance of the Railway and/or Coastal Boat service to the people and a town or community in Newfoundland and Labrador. The essays should focus on one or more aspects of the influence of the railway and/or coastal boat service on the development of the town or community and the effect on the lives of the residents.

The essays should be 1500 to 2000 words in length and may be submitted electronically in Word or Word Perfect to **info@railwaycoastalmuseum.ca**. Submissions may also be made by mail to:

RAILWAY COASTAL MUSEUM

General Manager
Railway Coastal Museum
495 Water Street
P.O. Box 6012
St. John's, NL A1C 5X8

Further information can be obtained by phoning 709-724-5929 or toll free 1-800-600-7245. All essays must be received by **May 31, 2007**.

A panel of experts will judge the essays and the top four entrants will be awarded a scholarship of $1000 each.

**www.railwaycoastalmuseum.ca**

PROVINCIAL/NATIONAL/INTERNATIONAL

# NEWS

MOUNT PEARL

## Celebrating 100th day of school

The Grade 2 students at Morris Academy in Mount Pearl celebrated the 100th day of school on Friday, February 9, 2007. They participated in various Math activities in their classroom with Mrs. Susan Ryan, Math Program Specialist with the Eastern School District. The students were asked to bring two non-perishable food items and 100 pennies. In the gym, the students arranged the food into groups of ten and formed the number 100. The food and pennies were donated to the Food Sharing Association. The Grade 2 students and teachers collected 185 food items and $70 in pennies.

**Principal Ina Kearley along with two students from Morris Academy making a presentation to Mr. Eg Walters and Mr. Chris Marshall from the Food Sharing Association.**

ST. MARY'S

## Keeping tradition alive at Dunne Academy

Retired teacher/administrator Bride Martin of St. Vincent's, St Mary's Bay, is very passionate about keeping our Newfoundland and Labrador customs and traditions alive. "This passion has brought her on many a visit to Dunne Academy, but most recently to my classroom of primary students," says Madonna Martin, Grade 2/3 teacher at Dunne Academy in St. Mary's.

Mrs. Bride, as she is affectionately known, has taught groups of students the art of rug hooking, how to dance the Newfoundland traditional dances of "The Lancers" and the "Square Dance". Her first group of dancers performed on the waterfront in St. John's in front of the "Matthew" in 1997 and it went from there.

Mrs. Bride has devoted her retirement years to preserving the history of the local communities of St. Mary's Bay. Her endless drive and determination has enabled her to establish a fisherman's museum in St. Vincent's, a life-long dream of hers. She has also written a book recording the history of St. Vincent's, St. Stephen's and Peter's River and stays actively involved in any committee that tries to improve the quality of life for these communities.

"I welcome her with open arms into my classroom and I very much appreciate this lady's zest to pass on our heritage," says Ms. Martin. "Talk about resource-based learning! I have it all when she visits and in one complete package – Language Arts, Social Studies, Health, Physical Education, Religion, Art, Music, Math – it's an all inclusive!"

Ms. Martin says her students love it when Mrs. Bride comes for a practice with them and she would encourage all teachers to avail of such wonderful resourceful people as Mrs. Bride. "I look forward to many more visits from Mrs. Bride to my classroom as she continues to educate our young Newfoundlanders."

**Ms. Martin's Grade 2/3 classes perform at Dunne Academy for the Irish Delegation in September 2006.**

GRAND FALLS-WINDSOR

## Exploits Valley Branch scholarship winner announced

Alicia Wall of Grand Falls-Windsor has been awarded the 2005-06 Exploits Valley NLTA Branch Scholarship. This annual $500 scholarship is awarded to the Level III student with the highest overall academic average in the branch. The recipient must be a son or daughter of an Exploits Valley NLTA member. The award money is collected (voluntarily) from teachers in the branch. Alicia is the daughter of Colin Wall and Nellie Wall, Principal of Millcrest Academy in Grand Falls-Windsor.

**l-r: Ford Butler, Chairperson, Scholarship Selection Committee; Scholarship winner Alicia Wall; and Rick Duffy, President, Exploits Valley Branch.**

AVALON PENINSULA

## Nominations sought for Vocational Services Award

The Rotary Club of St. John's Northwest is seeking nominations for it Vocational Services Award, created to recognize and honour a non-Rotarian from our community who has, through his/her own work, practiced in keeping with the highest ethical standards and strived to help others.

A Paul Harris Fellowship, named for Rotary founder, Paul Harris, will be presented at a special Rotary luncheon held in the recipient's honour. The Paul Harris Fellowship is the highest award a Rotary Club can bestow. A contribution of $1000 U.S. will go, in the recipient's name, to Rotary International's Annual Programs Fund.

Deadline for nominations is April 30, 2007. For more information and/or a nomination form, contact Karen Goodnough, kareng@mun.ca.

ST. JOHN'S

## Louise King recognized for 30 years of service with the NLTA

Louise King

On January 17, 2007 Louise King celebrated 30 years of employment with the Newfoundland and Labrador Teachers' Association.

Louise began her employment with the NLTA in 1977 as Lay-out/Paste-Up Assistant. With the modernization of the Print Plant in 1992, Louise's skills were adapted to a new computerized environment where she continued to work as a Graphic Technician and Assistant Graphic Designer. She moved to Information Services in 1996, a position she currently holds, and is responsible for the distribution of all printed materials from the NLTA. Louise oversees mailings to schools, and the various educational partners and is the contact person should you require Association materials such as notepads, etc., for a professional development day, or to order support materials such as the NLTA brochures and pamphlets.

Our sincere congratulations to Louise on 30 years of dedicated and outstanding service.

BAY ROBERTS

## Celebrating differences leads to Peaceful School designation

From February 12-16, 2007, the staff and students of Amalgamated Academy, Bay Roberts, dedicated a week of learning to the important issues of equity, children's rights, and empathy building. Classroom presentations from groups such as the Child and Youth Advocate's Office, Canadian Red Cross, RCMP, Public Legal Information of Newfoundland & Labrador, Communities Against Violence Committee, and Eastern Health – Mental Health Services, provided students with a wide array of educational and experiential opportunities.

Other activities during the week included the launch of a Citizenship Award, a "Commitment to Peace" wishbook signed by all students, French Café, school-wide Peace collage, as well as poster/poetry contests. "Celebrating Our Differences" week concluded with a school-wide free breakfast for students and staff (approximately 650) as a means of having all students (and staff) start the day equally.

"This event was greatly enhanced by an NLTA Equity Grant awarded to Amalgamated Academy to assist with planning and implementation," says Trent Langdon, Guidance Counsellor/Educational Therapist at Amalgamated Academy. "Special thanks to the NLTA, the town of Bay Roberts, Peaceful Schools International, and the many other groups/organizations that contributed to the huge success of the week. Amalgamated Academy would also like to thank the staff and students for devoting themselves to building a culture of respect and peace at Amalgamated!"

Grade 9 teacher, Rodney Hodder and Grade 9 student, Mark Seymour, display their class "Diversity Collage".

These activities were initiated to coincide with the designation of Amalgamated Academy on February 23, 2007 as a Peaceful School under Peaceful Schools International (PSI). PSI is founded on the belief that any school can create a culture of peace with a collective vision, a plan of action, and commitment on the part of the entire school community.

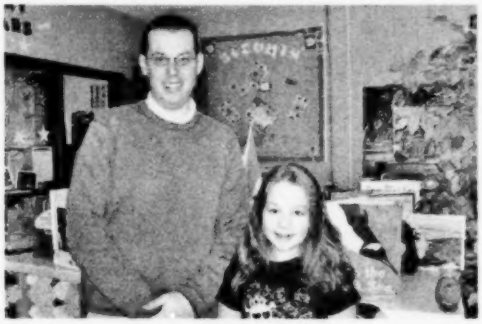
PARADISE

## Historica Fairs t-shirt designer

Kathryn Bowers, a Grade 5 student at Holy Family Elementary in Paradise has designed this year's Historica Heritage Fairs t-shirt that will be worn by a thousand participants at regional fairs in Newfoundland and Labrador and by our Provincial team at the National Fair in Alberta this July. Kathryn's design depicts the theme, *Where Once They Stood*, celebrating the province's 10-year involvement with the Fairs program. Her design was chosen from over 1,300 entries from across the province. Kathryn will receive $100 and t-shirts for her family. She will be presented with her prize at the Avalon Region Historica Fair to be held at the Bay Arena in Bay Roberts on May 12, 2007.

Historica Heritage Fairs are designed for Canadian youth in Grades 4-9. In Newfoundland and Labrador, up to 10,000 young people participate in the Fairs each year. Youth present historically researched projects in

their own unique way, first at their school fairs where some are selected to present their projects at eight regional fairs held across our province each May. Fifteen students represent the province at a National Camp held in a different city each year. The 2007 week-long National Camp will be held in Lethbridge, Alberta from July 9-16.



Kathryn Bowers and her teacher, Mr. Powers.

NEWFOUNDLAND & LABRADOR

## Kids Eat Smart Clubs enhance learning environment

The first five years of this millennium hammered home the message that children are suffering the effects of a poor diet and inadequate activity. The statistics were alarming. The 2004 report, *Improving the Health of Canadians*, Canadian Institute for Health Information says that over the past two decades, rates of overweight and obesity have nearly tripled among Canadian children. Further, children in Atlantic Canada are at a greater risk of being overweight.

The World Health Organization cites food choices as playing a role in creating the status quo: "the fundamental causes of the obesity epidemic are societal, resulting from an environment that promotes sedentary lifestyles and the consumption of high fat, energy dense diets."

Not a moment too soon, the provincial government has made a priority of child health – largely through the school system. The investment in physical education was created to promote physical activity. Combined with the new School Food Guidelines, there is action underway to make schools healthier places.

Schools with Kids Eat Smart Foundation-supported nutrition programs offer children and youth nutritious food choices in line with the new School Food Guidelines at no charge. These Kids Eat Smart Clubs, as they are becoming increasingly known, are run by volunteers. Kids Eat Smart

Foundation supports Kids Eat Smart Clubs and volunteer efforts through grants, special events, fundraising opportunities, volunteer workshops and other supports. Kids Eat Smart volunteers can be teachers or school staff, and/or parents and other family members, community service groups, students and others.

Kids Eat Smart Clubs play a key role in improving student health. "The point of Kids Eat Smart Clubs is to ensure all children and youth start the school day with the nourishment they need to concentrate and learn," says Daphne LeDrew, Executive Director of Kids Eat Smart Foundation Newfoundland and Labrador. "How that goal is achieved is paramount – a healthy breakfast (or snack) is celebrated in a positive, social atmosphere prepared and or served by individuals who volunteer their time to do it."

Ms. LeDrew says Kids Eat Smart Clubs are for all students. Long bus rides, early morning departures, household income all influence if and what a child eats before they leave their homes. It makes no difference. Kids Eat Smart Clubs are about children eating a healthy breakfast at school. All children need nutritious food, and parents and the community at large are expected to help support the programs by volunteering, by donating financially or in-kind. Kids Eat Smart Clubs are community-owned, and they benefit the whole community. Everybody benefits.

## ANP welcomes psychologists from education field

The Association of Newfoundland Psychologists (ANP) welcomes psychologists from the field of education. Occupying a variety of positions, ANP recognizes the valuable contribution psychologists provide to both students and teachers in our provincial schools.

The ANP is a fraternal organization dedicated to the promotion of psychology in Newfoundland and Labrador and to the service of its members across the province. Their parent organization is the Canadian Psychological Association. Currently, there are approximately 200 ANP members province-wide.

The Association of Newfoundland Psychologists was established to further the profession of psychology and to promote human welfare. The ANP is involved in a number of initiatives and events in order to fulfill its mandate.

For more information on the Association of Newfoundland Psychologists, visit their website at www.nfpsych.com.

## 2007 Christmas card contest winners announced

Brandon Tilley, a Grade 4 student at St. George's Elementary in Conception Bay South has been chosen as winner of the 2007 NLTA Christmas Card Contest. Brandon receives a $100 cash award and a framed copy of his winning entry. His winning design will appear on the NLTA Christmas card that will be sent to schools, businesses and other groups in December 2007. The theme for the 2007 contest was *Christmas and Me*, and this year the contest was open to all Grade 4 students in the province.

**Brandon Tilley's winning design for the 2007 NLTA Christmas Card Contest.**

The second place cash prize of $50 was awarded to Alysha Chaulk, a Grade 4 student at Stephenville Elementary, and a third place cash prize of $25 was awarded to Grade 4 student Hannah DeBourke of St. Mary's Elementary in St. John's.

The Communications/Political Action Committee of the NLTA chooses the theme each year and entries are judged on the basis of their relevance to the theme, creativity, colour and ability to reproduce well.

## NLTA Membership Form

If you have not already done so, please complete your NLTA membership form and mail or fax to:

Mary Ann Grimes
Newfoundland and Labrador Teachers' Assn.
3 Kenmount Road, St. John's, NL A1B 1W1
Fax: 726-4302 or 1-877-711-6582 (toll free)

### VINCENT DOWER, 1949–2006

"Too often those we love are taken from us too soon." Such was the case on July 16, 2006, as family, friends, colleagues, and students were shocked and extremely saddened by the sudden passing of Vincent Dower.

Vince, as he was known to all, was born and raised in Conche where he completed his high school education. He then went to MUN and returned to Conche where he spent thirty years teaching. Needless to say, he touched many lives with his friendly smile, sense of humour, and compassion for all.

Vince cared deeply for the sick and the elderly and often went beyond the call of duty to keep their spirits lifted. He loved the outdoors, the woods, and his boat, but most of all it was to his wife Elaine (Hayter), son Jamie, daughter Carolyn, brother Frank, sisters Geraldine, Evangeline, Anne and adopted sister Anne Marie that he was most devoted.

His daily walks, hand-in-hand with his wife Elaine earned them the title "love birds" and of that Vince was most proud. His walks were often interrupted though because Vince had to take the time to spin a yarn with those he met on the way. He had the wonderful disposition of being able to be "present" to all, young and old alike.

His students recall fondly the boil-ups, the many trips to Corner Brook and the shared stories of "the olden days" that Vince recalled with pride.

As at school, Vince was also involved with Sacred Heart Parish where he served as Eucharistic Minister for many years. He frequently took up the collection at weekend Mass and was always ready to give back to young children, from his own pocket, the coins they had put in the basket.

Vince was predeceased by parents Mary and Walter, whom he cared for deeply and his beloved sister Evangeline whom he nursed through cancer for many years.

Vince will be truly missed by all he came in contact with. Our condolences are extended to all his family. Rest in peace dear friend!

*(Submitted by staff and students of Sacred Heart All-Grade, Conche.)*

### JANIE ROSE, 1924–2006

There have been many sad memories for me these past months but they cannot overshadow the many happy memories of my mom during her 81 years.

Mom passed away peacefully at Carbonear General Hospital after a battle with cancer on April 4, 2006.

She was born in Perry's Cove on November 15, 1924 to Joseph and Catherine Swain. She started teaching in her first school at Shoal Harbour where she taught all grades in a one-room school.

In 1949 she married Ambrose Rose who was also a teacher and pre-deceased her at age 52 in 1972. In 1950 I was born and became her one and only child.

During her 37½ years of teaching she also taught at Perry's Cove, Salmon Cove and Victoria. During those years she continued her education through off campus courses from MUN as well as attending there during summer vacations. She retired in 1985 at age 60 from Persalvic Elementary in Victoria. Working with her fellow teachers and sharing many stories was a great enjoyment to her. She loved teaching and she loved her family. Her two grandchildren were her pride and joy.

Mom was an exceptional woman. As well as teaching for most of her 37 years in a two-room school she managed to put off Christmas concerts, Easter concerts and take her many students on school picnics. I have heard many testimonials to her teaching as well as having them myself since I was one of her students from Kindergarten to Grade 6. Everyone was treated equally and loved the same. She was "Miss" to me from the first day I started school and "Mom" after the school day ended. To her nieces and nephews she was known as "Auntie". As a dedicated teacher she wanted the best for each and every student in her care.

As well as teaching she was also a member of the United Church Women, the Ladies Orange Benevolent Association, and a Sunday school teacher at Perry's Cove, her place of residence for most of her life. She also volunteered for many organizations such as the CNIB and the March of Dimes.

Mom was respected by everyone who knew her as was shown by a plaque given her by the residents of Perry's Cove for devoted service as an educator and faithful worker to the United Church and community. She was also given a certificate of appreciation by the U.C.W. of Perry's Cove. She was a woman of strong faith and a friend to all. On her 80th birthday she had a party thrown in her honor. The number of people who celebrated with her was immense.

There is no way I can do justice to a life so full and so dedicated to others. She was a wonderful wife, mother, grandmother, aunt, friend and teacher. I know that she will live on in the memories of her family, friends and colleagues and will be sadly missed.

*(Submitted by her daughter, Judy.)*

Vincent Dower

Janie Rose

*Education Week 2007 Opening Ceremonies*

# Live Healthy! Learn Well!

The Education Week 2007 Opening Ceremonies took place on Monday, March 5 at St. Thomas Aquinas School in Port-au-Port East. Participants treated parents and invited guests to an exciting display of local talent against a backdrop of the school's blue and orange colors.

**Two Kindergarten students cutting the Education Week cake.**

The planning for the event began many weeks earlier and principal Terry LaVallee and his outstanding and dedicated teachers were thrilled to host this year's Opening Ceremonies at St. Thomas Aquinas. Numerous volunteer hours were spent putting together an outstanding program of entertainment that featured performances by past and present students of St. Thomas Aquinas, former teachers of the school, as well as local musicians. Guests were welcomed in with a soiree of local, traditional song and dance performed by Cultural Connections. Other performances included a group of Grade 6 square dancers and student singing ensembles. Grade 4 students impressed the audience with a presentation entitled *Why I Love Newfoundland and Labrador* and students in Grades K to 4 also showcased a wonderful presentation entitled *Our Communities*. Students in Grades K to 2 also displayed their exceptional language skills with a poetry reading. In an outstanding show of school pride, the entire student body of St. Thomas Aquinas performed their school song, *We Are the Future, We Are the Now*.

Guests at the Opening Ceremonies included: the Honourable Joan Burke, Minister of Education; Mr. Kevin Foley, President of the Newfoundland and Labrador Teachers' Association; Dr. Ross Elliott, Director of the Western School District; Mrs. Melissa Martin, Chair of the St. Thomas Aquinas School Council; numerous invited guests including members of the Western School District, community leaders from the Port-au-Port area, as well as parents and family members of students.

**Some of the members of the student singing ensemble.**

Other highlights of the Opening Ceremonies included the reading and signing of the Education Week proclamation by the Honourable Joan Burke and Mr. Kevin Foley. Two Kindergarten students who were also twin brothers carried out the cutting of the Education Week cake.

**The local and traditional music was enjoyed by all.**

A reception was held for all invited guests and students, and immediately following St. Thomas Aquinas students challenged the invited guests to a volleyball game. Playing for the guests team were: NLTA President Kevin Foley; Principal Terry LaVallee; Dr. Ross Elliott, Director of the Western School District; Vice-Principal and Physical Education teacher Rosie Ryan; Jeff Thompson, Assistant Director Programs, Western School District; and St. Thomas Aquinas teachers Dave Dunphy and Terry Ball. The guests' team did lose one player due to minor injuries but they still managed to win the game with a substantial lead over the opposing team of students. A great time was had by all!

**Students anxiously waiting for the guests to serve the ball.**

Again this year, with the help and cooperation of the Virtual Teacher Centre (VTC) and the Centre for Distance, Learning and Innovation (CDLI), this year's Opening Ceremonies can be viewed online at virtualteachercentre.ca/edweek2006.aspx.

**Students, teachers and invited guests enjoying the entertainment.**

The NLTA has been sponsoring Education Week in Newfoundland and Labrador since 1936.

# Net Teacher Pension Income

*by* DON ASH

We periodically receive requests from active teachers for a breakdown or comparison of the "take-home" pay they would receive as a pensioner compared with what they are receiving as an active teacher. The NLTA and Pensions Division will not do individual take-home calculations because individual personal circumstances impact take-home pay. As well, tax rates and group insurance premiums are subject to change. The following calculations are offered for illustrative purposes and are not estimates or guarantees of individual take-home pay.

The attached tables are based on a teacher at the top of Certificate V, Certificate VI and Certificate VII retiring in June 2007 with a total of 33.8 years of pensionable service (e.g. 29.8 worked years plus 4 years of university buy-back).

It is important to note that these tables do not represent a guarantee of the level of net retirement income which a teacher will receive. The tables are generated based on a number of assumptions, including the following:

1. The teacher is retiring with 33.8 years of pensionable service.
2. The pension calculation assumes the full accrual for all years (2.22% prior to January 1, 1991 and 2% since January 1, 1991 except the 1993-94 fiscal year). In 1993-94, a teacher's accrual will be 0.75% less as a result of government's reduced contribution to the pension during the 1993-94 fiscal year (unless the teacher 'topped up' government's reduced contribution).
3. The estimated group insurance deductions include the Basic/Dependent Life, Basic AD&D, Family Health, and Family Dental premiums at January 2007 premium rates. A teacher's other coverages and premium increases would change that estimated deduction.

It should also be noted that pension payroll is based on 24 pay periods per annum and not the 26 pay periods on which the Teacher Payroll system operates.

As the tables indicate, deductions for Canada Pension Plan premiums, Employment Insurance premiums, Teachers' Pension Plan contributions, and NLTA fees are not applied to pension income. The only two deductions applied to the illustrated pension income are income tax and group insurance premiums.

The maximum annual Canada Pension premium for 2007 is $1,989.90. The maximum annual EI premium for 2007 is $720. Active teachers will not have CPP or EI premium deductions after these annual amounts have been paid.

Individual teachers should consult directly with a tax planner or investment advisor if they are looking for a definitive statement concerning income figures applicable to their own circumstances upon retirement.

**TEACHER - TOP OF CERTIFICATE V (RETIRING JUNE 2007)**

| | | | |
|---|---|---|---|
| Annual Salary | | | $53,545 |
| Per Pay Period | | | $2,059 |
| Deductions | CPP* | $95.55 | |
| | EI* | $37.07 | |
| | TPP | $192.56 | |
| | Income Tax | $431.64 | |
| | NLTA Fees | $25.74 | |
| | Insurance | $73.91 | |
| Net Pay (26 periods) | | | $1,202.53 |
| **Annual Net Pay** | | **$1,202.53 X 26** | **$31,266** |

*Maximum annual CPP and EI premiums are approximately paid by the 20th pay period. No CPP or EI premiums are paid on the remaining 5 - 6 pay periods, which will increase annual net pay.

| | | | |
|---|---|---|---|
| Accrued pension percentage | | | 70.66% |
| Average Salary (5 years) | | | $51,499 |
| Annual Pension | | .7066 X $51,499 | $36,389 |
| Per Pay Period | | | $1,516 |
| Deductions | Income Tax | $314.29 | |
| | Insurance | $72.19 | |
| Net Pay (24 periods) | | | $1,129.52 |
| **Annual Net Pension** | | **$1,129.52 X 24** | **$27,108** |
| **Annual Net Difference*** | | | **$31,266 - 27,108 = $4,158** |

*The annual net difference does not reflect the higher net pay for an active teacher after maximum annual CPP and EI premiums have been paid.

| TEACHER - TOP OF CERTIFICATE VI (RETIRING JUNE 2007) | | | |
|---|---|---|---|
| Annual Salary | | | $62,018 |
| Per Pay Period | | | $2,385 |
| Deductions | CPP* | $111.72 | |
| | EI* | $42.94 | |
| | TPP | $223.02 | |
| | Income Tax | $543.10 | |
| | NLTA Fees | $29.81 | |
| | Insurance | $74.72 | |
| Net Pay (26 periods) | | | $1,359.69 |
| **Annual Net Pay** | | **$1,359.69 X 26** | **$35,353** |
| *Maximum annual CPP and EI premiums paid by the 17th pay period. No CPP or EI premiums are paid on the remaining 8 - 9 pay periods, which will increase annual net pay. | | | |
| | | | |
| Accrued pension percentage | | | 70.66% |
| Average Salary (5 years) | | | $59,649 |
| Annual Pension | | .7066 X $59,649 | $42,148 |
| Per Pay Period | | | $1,756 |
| Deductions | Income Tax | $403.71 | |
| | Insurance | $72.78 | |
| Net Pay (24 periods) | | | $1,279.51 |
| **Annual Net Pension** | | **$1,279.51 X 24** | **$30,708** |
| **Annual Net Difference*** | | | **$35,353 - 30,708 = $4,644** |
| *The annual net difference does not reflect the higher net pay for an active teacher after maximum annual CPP and EI premiums have been paid. | | | |

| TEACHER - TOP OF CERTIFICATE VII (RETIRING JUNE 2007) | | | |
|---|---|---|---|
| Annual Salary | | | $70,161 |
| Per Pay Period | | | $2,699 |
| Deductions | CPP* | $124.24 | |
| | EI* | $48.57 | |
| | TPP | $252.31 | |
| | Income Tax | $654.34 | |
| | NLTA Fees | $33.73 | |
| | Insurance | $75.53 | |
| Net Pay (26 periods) | | | $1,510.28 |
| **Annual Net Pay** | | **$1,510.28 X 26** | **$39,267** |
| *Maximum annual CPP and EI premiums paid by the 16th pay period. No CPP or EI premiums are paid on the remaining 10 - 11 pay periods, which will increase annual net pay. | | | |
| | | | |
| Accrued pension percentage | | | 70.66% |
| Average Salary (5 years) | | | $67,480 |
| Annual Pension | | .7066 X $67,480 | $47,681 |
| Per Pay Period | | | $1,986 |
| Deductions | Income Tax | $491.48 | |
| | Insurance | $73.32 | |
| Net Pay (24 periods) | | | $1,421.12 |
| **Annual Net Pension** | | **$1,421.12 X 24** | **$34,109** |
| **Annual Net Difference*** | | | **$39,267 - 34,109 = $5,158** |
| *The annual net difference does not reflect the higher net pay for an active teacher after maximum annual CPP and EI premiums have been paid. | | | |

**Note:**

- These numbers represent estimates only and are not intended as a specific calculation of any teacher's net pension income (see earlier comments).
- Teachers retiring with fewer than 33.8 pensionable years are cautioned that the pension income will be lower and therefore these net difference figures will be more substantial in their cases.

In addition to the above, teachers sometimes inquire about the effect on their pension income, should they decide to continue teaching for another year or two. There are two factors which impact the pension calculation in working another year. A teacher's pension accrual rate will be 2% higher for every additional year worked and the five-year average salary applied to the accrual will usually be higher because of the higher salary in the last year worked when compared to salary earned five years ago. Teachers are encouraged to visit the Virtual Teacher Centre at www.virtualteachercentre.ca and use the pension estimator to help in this calculation.

Inquiries on any of the above information should be directed to an Administrative Officer in the Benefits and Economic Services Division or to personnel in the Pension Division at the Department of Finance.

*Don Ash is an Administrative Officer in the Benefits and Economic Services Division at the NLTA.*

# *Teacher Salaries* A Cross-Canada Comparison

The following is a comparison of teacher salaries at the highest pay category in teacher salary scales across Canada as of September 1, 2006. The figures are the most current available and were provided to the NLTA by the Canadian Teachers' Federation. A more detailed comparison of major teacher salary scales in Canada is regularly carried out by CTF and is published in its *Economic and Member Services Notes*.

Salary information contained below is based on province-wide salary scales for the four Atlantic provinces, Quebec and Saskatchewan, while Territorial agreements are shown for the Yukon, Northwest Territories and Nunavut. For the remaining four provinces, Ontario, Manitoba, Alberta and British Columbia, local collective agreements are in effect and a sample of salary scales from some of the largest urban centres is included.

| Province/ Territory | Agreement | Salary Category | Minimum | Maximum | Steps | Avg. Increment Min. to Max. | |
|---|---|---|---|---|---|---|---|
| | | | | | | ($) | (%) |
| NL | Provincial | VII | $52,742 | $70,161 | 10 | $1,935 | 3.2% |
| PE | Provincial | CVI | $45,326 | $65,657 | 11[1] | $2,033 | 3.8% |
| NS | Provincial | TC8[2] | $51,516 | $77,106 | 11[3] | $2,559 | 4.1% |
| NB | Provincial | CVI | $44,262 | $68,107 | 11 | $2,385 | 4.4% |
| QC[4] | Provincial | 19 yrs. | $43,185 | $64,798 | 11 | $2,161 | 4.1% |
| ON | ***Elementary:*** | | | | | | |
| | Ottawa-Carleton[5] | A4 | $46,525 | $80,660 | 12 | $3,103 | 5.1% |
| | Toronto | A4 | $47,215 | $80,711 | 11 | $3,350 | 5.5% |
| | ***Secondary:*** | | | | | | |
| | Ottawa-Carleton | A4 | $47,193 | $80,660 | 11 | $3,347 | 5.5% |
| | ***Elementary-Secondary:*** | | | | | | |
| | London Catholic | A4 | $44,093 | $81,048 | 11 | $3,696 | 6.3% |
| MB | Winnipeg* | 7 | $50,073 | $76,196 | 10 | $2,903 | 4.8% |
| SK | Provincial[6] | VI | $46,238 | $71,628 | 11[7] | $2,539 | 4.5% |
| AB | Calgary Public[8] | F | $51,323 | $78,235 | 11 | $2,691 | 4.3% |
| | Edmonton Public | 6 | $52,363 | $79,536 | 11 | $2,717 | 4.3% |
| BC | Vancouver | 6 | $48,090 | $72,157 | 11 | $2,407 | 4.1% |
| YT | Territorial | VI | $59,465 | $85,423 | 11 | $2,596 | 3.7% |
| NT | G.N.W.T.[9] | 6 | $64,722 | $94,299 | 12 | $2,689 | 3.5% |
| NU | Territorial | 6 | $63,178 | $90,273 | 12 | $2,463 | 3.3% |

*Contract expired. Currently in negotiations. Salaries shown are those in effect at the end of an agreement that expired prior to September 1, 2006.

[1] Effective April 1, 2007, 12th step available with maximum salary of $68,093.

[2] The highest pay category requires a doctoral degree.

[3] Effective August 1, 2007, Step 1 will be eliminated. This deletion will not result in teachers automatically moving 1 additional increment step on the salary scale. Eventually, this deletion will result in a 10-step salary scale.

[4] As of September 1, 2005, a single salary structure came into effect and the minimum salary for teachers with 19 years of schooling and no experience represented Step 7 of the 17-step scale, for a total of 11 steps.

[5] Applies to teachers on staff *after* May 1, 2001. Note that for teachers on staff as of May 1, 2001, there are 11 steps and the minimum salary is $47,116 while the maximum salary is the same at $80,660.

[6] Salaries represent the total of basic salary plus a salary adjustment.

[7] Effective September 1, 2006, an increment is established to recognize experience at the commencement of 15 years of service and results in an 11-step salary scale.

[8] Increase implemented January 1, 2006. Step change only September 1, 2006.

[9] Applies to teachers outside Yellowknife. Teachers in Yellowknife Public and Catholic School Districts each have separate salary scales.

# NL TPP Now Participating in Reciprocal Pension Transfer Agreement

*by* DON ASH

Effective March 1, 2007 the Newfoundland and Labrador Teachers' Pension Plan (TPP) is a participant in a multilateral reciprocal pension transfer agreement among teacher pension plans in all provinces in Canada. This agreement allows the transfer of teacher pension service from one province to another, thus facilitating the mobility of teachers across Canada.

This particular agreement has been in place among all other provinces, except Newfoundland and Labrador, since 2001. The agreement requires the exporting plan to transfer the full actuarial value of the pension service to the importing plan. Prior to 2006, funding of the Newfoundland and Labrador TPP was so low (approximately 28%) that the Newfoundland and Labrador government viewed participating in the reciprocal pension transfer agreement as creating financial exposure to the plan. With the infusion of $1.953 B into the TPP in 2006, the funding ratio improved to 90% reducing the financial exposure to the plan. This led to the Newfoundland and Labrador government agreeing to participate in the reciprocal pension transfer agreement. Teaching service in the Canadian Territories falls under the federal superannuation plan which does not participate in this agreement.

Newfoundland and Labrador teachers who have pension service with other teacher pension plans in other provinces and have left their pension contributions with these plans can now transfer that pension service to the Newfoundland and Labrador TPP. Conversely, teachers in other provinces who have pension service in our plan can now transfer their service to their respective provincial teacher pension plan.

There may or may not be a cost to the teacher, depending on the actuarial value of the pension service as calculated under the respective plans. The agreement calls for the exporting plan to calculate the actuarial value of the years of service under its plan. The importing plan calculates the cost of the actuarial value of the corresponding service under its plan. There will be a difference based on the provisions and assumptions under the respective plans – for example indexing provisions, 30 and out, interest rate assumption, etc. If the importing plan requires more money than the actuarial value calculated by the exporting plan, the teacher has the option of: (1) accepting the lesser period of service that the value from the exporting plan will buy; or (2) paying the difference to transfer full service. Depending on the province, this can be quite expensive. On the other hand, if the importing plan requires the same or less money than what is available from the exporting plan, there is no cost to the teacher.

Participation in this agreement removes a major impediment to teacher mobility to and from Newfoundland and Labrador and has been pursued by the NLTA for years. Achieving participation in this agreement is largely a by-product of the negotiations in the winter of 2006 which led to the infusion of the $1.953 B by government into the TPP.

Any teacher interested in transferring service from another teacher pension plan to the Newfoundland and Labrador TPP should begin the first stage of investigating the potential costs, if any, by completing the appropriate forms. The actual transfer of service will not proceed without the teachers' express directive to proceed. The appropriate forms and further information can be obtained by contacting the Pensions Division, Department of Finance at 729-3931 or by fax 729-6790.

## K-6 Software Recommendations Wanted

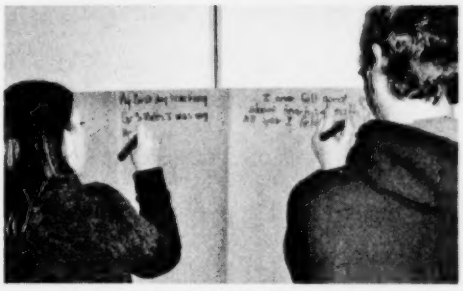
The Technology Committee of Gander Academy is currently conducting a K-6 software needs assessment. If you know of any software titles that you feel meet the outcomes of the K-6 curriculum, please e-mail your suggested software titles to Tony Norman, Gander Academy, **tnorman@ncsd.ca**. We will gladly e-mail the suggested titles (once compiled) to any individual upon request.

# The Journey Begins

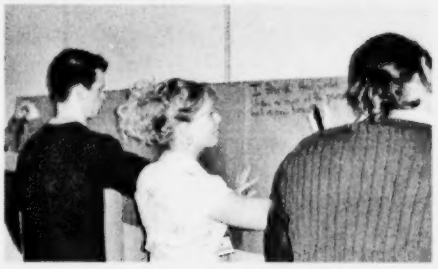
*by* BEVERLEY PARK

In February and March, the Association, in partnership with Memorial University's Faculty of Education and school districts, hosted a series of conferences around the province for teachers who are in their very first year of teaching. The conferences were an exercise in collaboration and community building, all in support of those teachers who are at the beginning of this exciting and sometimes arduous journey. It was an exceptional and exemplary professional development experience. It is said that a picture paints a thousand words. Below are some "you had to be there" moments, along with some of the words of wisdom collected from participants for those who follow. They've learned some important lessons in a very short time!

*When starting out, do not compare yourself to other teachers and feel as though you do not meet their version of a "good teacher." You are your own "teacher"... be the best you can be.*

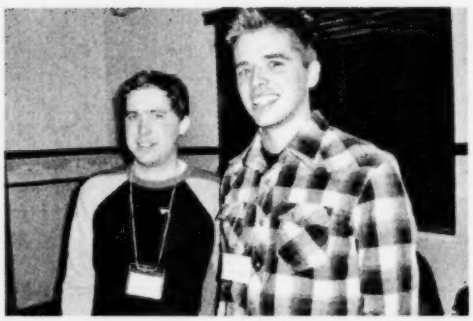


*Do not be afraid to say/accept/ acknowledge that you don't know how to do something. Ask for help when you need it.*



*Try to learn from the tough times and start every new class with a sunny disposition.*

*Sit down, take a deep breath, close your eyes and realize … you will get through it; you will enjoy it; and it is the best career you could ever have!!!*



*No one expects you to know it all – rejoice in the small victories and laugh often!*

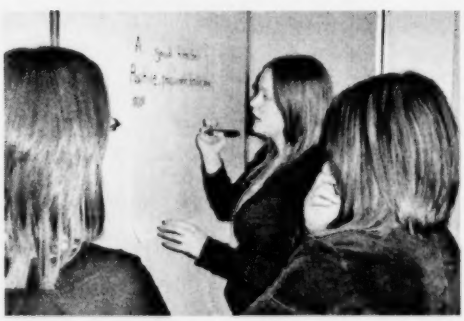
*Don't take on more than you can handle … you have to take time for yourself.*

*Remember, you are a learner in the classroom, too!*

*Don't be afraid to learn … and learn a lot and love it!*

*Remember, you could be that student's only smile, the only one with words of encouragement.*

*Your sanity relies on your sense of humour. If you haven't got one, you'll lose it!*



*Focus on the positive experiences you share with your students every day. It is so easy to get caught up in the one negative experience that you often forget the twenty positive ones.*

*Teachers Institute on Parliamentary Democracy*

# PD That Allows Lifelong Learners Become Lifelong Friends

*by* CHESLEY WEST

It's nearly a year ago, now, that I was flipping through *The Bulletin* and happened upon an article written by a former classmate from the B.Ed. program at MUN. It was about what he called "An Intensive Professional Development Opportunity". I am always looking for such opportunities as I find they help keep my practice current by connecting me with new teaching resources and methods and, most importantly, the expertise of colleagues that I might otherwise not get to meet. So, when I saw the title of the article, I was immediately interested and, after reading through his assessment of the experience, I thought, "Where do I sign up?"

After doing a little research, I discovered a teacher at my school had gone to the Teachers Institute a few years ago and she informed me that I could register online. I did so straight away and it wasn't long before I got a letter stating that I was accepted to the program and a travel agent from the Federal Government would be in contact with me to book my flight and hotel accommodations.

Fast forward to November 4th. At approximately 7:00 p.m. I arrived at the Lord Elgin Hotel where I met Fred Wood, the Institute facilitator from this province, as well as Roxanne Penney, the second Newfoundland and Labrador participant. We didn't take long to find lots to talk about and we all agreed that if first impressions meant anything, this was going to be a great week. We had no idea of how right we were. The team of coordinators from the Teachers Institute had every detail looked after and from the extraordinary professional development sessions to the superb banquet meals, they reminded us of how high a priority education is in this country and how much we are appreciated as its facilitators. In fact, because of the overwhelming reception and recognition that we got from the facilitators and Parliamentarians, trying to highlight any particular aspect of the Institute is virtually impossible. That being said, I will note a few of the events that we all found to be particularly interesting – and exciting.

As I already noted, the people we met and learned from were incredible. They included MPs, Senators, Parliamentary Librarians, the Chief Electoral Officer, Lobbyists, Parliamentary Clerks, and Federal Partners. They presented a variety of information as well as question-and-answer sessions that gave us a greater understanding of what their roles were in our nation's democratic process. We spent time with the Speaker of Parliament, Peter Milliken, who answered our questions from the floor of the House as we stole our MP's seats for an hour. We met with a team of journalists including CBC's Julie Van Deusen, who detailed the responsibilities of the media as the eyes and ears of Canadians who rely on them to stay current with government policy and actions. We had the opportunity to meet privately with Parliamentarians from across the country and discuss their roles and ours in supporting and strengthening Canada's parliamentary process.

In less formal meetings, we had surprise visits from Parliamentarians who took some time from their busy schedules to come and thank us for our efforts in preserving and promoting Canadian citizenship and the democratic process that drives it. Included in those that dropped by to say "hello" was Liberal MP and hockey hero Ken Dryden and, for those who cheer for the Leafs, we also got a chance to meet Senator Frank Mahovlich. Beyond being great sport's legends, both these gentlemen, like all the people we met, had an enthusiasm for Canada and its democratic process that was contagious. For me, there is little that could be more professionally empowering than Ken Dryden and Frank Mahovlich shaking my hand and saying, "Thanks for what you are doing for young Canadians."

Nearly as incredible as the wonderful people who welcomed us to Ottawa, the places we saw will leave us with a lifetime of memories and, for me, about three Gigs worth of pictures! Among others, we toured the breath-taking Library of Parliament, Center Block and the Peace Tower (insert humbled here), the East

Block, where we stood in the original office of Sir John A. himself, Rideau Hall, the Senate, Parliament (where we viewed Question Period), the Supreme Court of Canada, and the War Museum. Of course, the city, itself, is an attraction as everywhere you go, you are surrounded by amazing architecture, art, and culture.

Though each element of the Teachers Institute that I have noted has given all of us who attended a renewed energy in our profession, perhaps the most incredible part of the whole experience was the "all you can carry" Resource Fair. I had heard rumors of how many teaching and learning resources that were going to be available, but the descriptions did it no justice. Posters, books, maps, software, CDs, and DVDs, they had it all. All the tools we needed, often right down to the lesson plan, were given to us so that we might better help students to realize the importance of becoming more engaged Canadian citizens. For any teacher who has felt the strain of locating authentic and valuable resource-based learning materials, this is, without question, the jackpot. For my fellow Immersion teachers, you will especially appreciate the fact that *everything* was available in English *and* French. Did I mention they even took care of shipping everything home for us so we wouldn't have to worry about weight restrictions on the plane? These folks had everything covered.

So, here it is, the last of February 2007. Four months have now come and gone since Roxanne and I said goodbye to our colleagues from across the country – fittingly, on Remembrance Day. There is a great deal to be remembered from an event like this. I remember coming out of the hotel and boarding the taxi while everywhere, colleagues who met because of their desire to become better educators were saying goodbye to great friends. In the background, at the National War Memorial, preparations were being made for the Wreath Laying Ceremony that would pay homage to the Canadians who fought and died so we, and those we teach, may reach their full potential. Yes, we have a lot to remember and a lot to be thankful for.

I have gone away from a number of PD sessions that have given me new ideas and resources and left me feeling pretty good about what I was doing. This Teachers Institute on Parliamentary Democracy, however, was something very special – in the sense of empowering and supporting teachers as professionals, and creating a nation-wide learning community that will continue to support us in years to come. I can't imagine anyone who wouldn't want to be a part of that.

Did someone just say, "Where do I sign up?"

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*Chesley West is currently a Sciences Humaines teacher at Macdonald Drive Junior High in St. John's.*

*9th Annual United Nations*
*Student Conference on Human Rights*

# Three Days in the Centre of the Universe

*by* KEITH SAMUELSON

On the East side of Manhattan lies an impressive strip of land that is neither New York nor America. Visitors who make their approach along First Avenue are greeted by the spectacle of about 200 brilliantly colored flags fluttering in the breeze. Arrayed along the six-block frontage of an expansive eighteen-acre complex that houses the United Nations Headquarters, they represent the universal membership of the world organization.

The United Nations was founded in 1945 after the horror of historically unprecedented crimes against humanity became more widely known. Its mandate was to create a moral and legal foundation for international relations and to help fulfill the aspirations of humanity for peace, justice and prosperity.

I was privileged to be a member of the Canadian Commission for UNESCO's (www.unesco.ca) delegation to the 9th Annual United Nations Student Conference on Human Rights. Eight years earlier, in December 1998, the United Nations Department of Public Information invited students from around the world to a very special conference. Their goal was to celebrate the 50th anniversary of the Universal Declaration of Human Rights and to provide a forum for young people to produce their own Youth Declaration of Human Rights. This program was so successful that students lobbied to make the conference an annual event scheduled to coincide as closely as possible with Human Rights Day, December 10th. The Department agreed to host the conference, and the U.N. International School, InterConnections 21, Global Education Motivators and The Carol Baur Foundation became founding co-sponsors.

While the theme of the conference changes each year, the goals remain the same – to promote awareness of human rights in general, as well as the specific rights issues related to the current year's theme, and provide opportunities for student leaders to make a difference at home and abroad. The conference is also an opportunity for young people to network and develop important leadership skills such as public speaking, team and consensus building, researching, negotiating and drafting official resolutions. Finally, the conference provides participants with first-hand experience in using information technologies such as video-conferencing and web-casting.

**Keith Samuelson in front of Arnoldo Pomodoro's "Sphere Within A Sphere" at the entrance to the United Nations Headquarters in New York.**

The 9th Annual United Nations Student Conference on Human Rights took place from Wednesday, November 29 to Friday, December 1, 2006 at the United Nations headquarters and the United Nations International School. Sixty high school students from Canada, the United States, Mexico and the Dominican Republic explored the timely issue of "Migration and Development: Challenges for Human Rights". This year's student conference followed the High Level Dialogue on International Migration and Development at the beginning of the 61st General Assembly session of the United Nations this past September. The conference concluded just weeks before International Migrants Day on December 18th.

On the first day, conference organizer Susan Fountain, Director of Educational Programs with InterConnections 21 (www.ic21.org), arranged a private guided tour of UN Headquarters. This included an explanation of the aims, structure and activities of the organization as well as a description of the artwork and architectural features en route. We visited meeting rooms, concourses, corridors, public spaces and gardens embellished with gifts of art from Member states.

We also visited the Economic and Social Council, which administers sustainable development programs and promotes human rights, education and health care, and the Trusteeship Council, which supervises the administration of Trust Territories placed under it by individual agreements with the states administering them. Its basic objective is to promote their progressive development towards self-determination. When the UN was founded in 1945, almost one third of the world's population lived under colonial powers. Since then, over 80 nations have become sovereign Member States of the United Nations.

Following our private tour of UN Headquarters, participants met at the United Nations International School (UNIS) for the opening of the conference, an official welcome by conference organizer Susan Fountain, an overview of events and icebreaker activities. Kate Birmingham, a Human Rights Officer with the Office of the UN High Commission for Human Rights, gave a riveting and thorough presentation on the conference theme followed by a question and answer session, all of which were webcast to participants from all over the world.

Ms. Birmingham pointed out that while all human beings are entitled to the rights laid out in the Universal Declaration of Human Rights (1948) and the International Covenant on Civil and Political Rights (1976), too many find themselves in positions where these basic human rights are violated daily. Often unaware of their rights and unable to speak the language of their new country, migrants are particularly vulnerable to human rights abuses and exploitation

After Ms. Birmingham's heartfelt and thought-provoking analysis, it was time for a change of pace. Participants were treated to Mexican folk dances performed by students from Mexico City and a Middle Eastern dance performance by Diyala Shannak, a student attending the United Nations International School (UNIS). Following the performance, UNIS hosted a dinner featuring international cuisine. At the end of the evening, homestay students not residing in New York city met their host families, parents of UNIS students, most of whom work at the UN.

The next morning we returned to the International School and met Dr. Radha Rajan, UNIS Principal,

and Dr. Kenneth Wrye, UNIS Executive Director. Dr. Rajan pointed out that this year's theme was particularly close to her heart, for most of her staff and students were migrants. UNIS teachers come from 70 different countries and their students come from 120. Touring the school we learned about how they integrate subjects across disciplines and nurture community and global involvement through Social Justice initiatives. Conference participants presented their group research projects and were divided into working groups and committees to refine their draft resolutions. Later they voted on a Chairperson and Moderators for the grand finale which would be broadcast to the world from UN Headquarters on the final day of the conference.

**Keith Samuelson with student delegate Roja Safartabar from Moscrop Secondary School in Burnaby, British Columbia and Doreen Redmond, her school principal.**

Friday's videoconference was webcast by the UN Television and Web Services. Images of participants from such diverse and exotic locations as Santo Domingo, Bahrain, Burnaby, British Columbia, the Philadelphia High School of the Future and Stonehenge were projected onto huge screens in the UN Conference Building. In his introductory remarks, Raymond Sommereyns, Director, Outreach Division, UN Department of Public Information, commended the students on their initiative and assured them that their Plan of Action would be taken very seriously by member states in the General Assembly. After students had opportunities to comment on draft resolutions, Amy Muedin, a Liaison Officer with the International Organization for Migration, took questions from the floor and from videoconference sites. There were open discussions before the Plan of Action was voted on and adopted.

The student delegation was deeply alarmed by the process in which women and children were sold into slavery. Their resolutions urged countries to implement strict laws against human trafficking. They called upon the United Nations Security Council to enforce these laws and place sanctions on countries that violate migrants' inherent human rights. They insisted that the world organization not tolerate unlawful abuse of migrants in any country or nation-state.

The students proposed a series of acceptable anti-discrimination laws. All migrants should be treated humanely; they are entitled to basic living quarters, adequate food and decent working conditions. Students proposed that all migrants receive basic health care services and that businesses and industries offer courses educating migrants on the culture and language of the designated country. Governments should register employers and monitor their activities. Consulates, embassies and law enforcement agencies should play an active role in protecting the rights of domestic workers by means of regular checks on their circumstances to ensure that there are no sexual violations. Member states of the United Nations should collectively draft a set of regulations concerning the hours, payment and overall treatment of female migrant workers in a private setting. Standards for the proper care of migrant children should be established to ensure that they develop in a manner that respects the Declaration of the Rights of the Child and the Convention of the Rights of the Child.

Students urged the United Nations to continually work hand-in-hand with organizations that protect migrant rights, such as the International Organization for Migration and the United Nations Development Fund for Women. They called upon the United Nations to hold seminars within each nation in order to educate citizens about migration and to help people understand migrants' rights. They proposed organizing educational programs at schools to promote diversity and to teach tolerance for all regardless of nationality, race, religion, culture or language.

When the students presented their Plan of Action to the President of the General Assembly, H.E. Sheikha Haya Rashed Al Khalifa was visibly moved and assured them that the world would listen. After all was learned about the plight of migrants in the modern world, I certainly hope this is true.

Upon reflection, the United Nations Student Conference on Human Rights seemed like three days in the center of the universe. It was a truly inspiring to witness world youth creating a moral and legal foundation for international relations on that unique strip of land alongside the East River.

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*Keith Samuelson teaches at Prince of Wales Collegiate in St. John's. Teachers who are interested in participating in UNESCO programs should contact Keith Samuelson (keithsamuelson@esdnl.ca) or Alysouk Lynhiavu (alysouk.lynhiavu@unesco.ca).*

## *Killick Project for E-Learning*

# A Community-University Research Alliance

On February 21 the Killick Centre was officially launched at a special event at the Inco Innovation Centre at Memorial University. On hand for the event were: Dr. Axel Meisen, President of Memorial University; Dr. Alice Collins, Dean of Education Memorial University; Dr. Jean Brown, Professor in the Faculty of Education, MUN, who is Principal Investigator for the Killick Project; the major contributors and community partners to the project; as well as media and invited guests.

The Killick Project is a community-university research alliance for E-Learning Research. It was established in March 2006 with core funding from the Social Sciences and Humanities Council of Canada, through the Community Research Alliance (CURA) program.

The mission of the Project is to foster innovation, research, training, and generation of knowledge in the area of e-learning in the field of education particularly as it relates to opportunities in rural, isolated areas. While the main focus of the project will be the K-12 education system, the project recognizes the importance of the transition years from secondary to post-secondary.

The goals of the Killick Project include: capacity building for high-quality research in e-learning; to increase the amount of high-quality research in e-learning; to train researchers; to mobilize and share knowledge; and to influence practice and policy.

Various research studies and themes have been identified as part of the projects mission. These include *Effective Study – Effectiveness of New Learning Technologies in Providing Education to Rural and Isolated Communities*, researchers Dr. Bruce Sheppard and Dr. Tim Seifert; *Classroom Study – Innovative and Effective Practices in Online Learning*, researcher Dr. Elizabeth Murphy; *New Teacher Study – Online Professional Learning Communities and Teacher Preparation*, researchers Dr. David Dibbon and Dr. Ken Stevens; *Historical Study – Perceptions of Distance Education in Newfoundland and Labrador Over a Ten Year Period*, researcher Dr. Trudi Johnson; *Aboriginal Study – Participation of High Schools in the Isolated Aboriginal Communities of Coastal Labrador in Web-delivered Learning*, researchers Dr. Dennis Sharpe and Dr. Dave Philpott; *Transition Study – The Impact of CDLI Course Participation on Student Transition into Post-secondary Education and/or Workplace*, researchers Dr. Dennis Sharpe and Dr. Dale Kirby; *Leadership Study – District Leadership for the New Study Environment*, researchers Dr. Jean Brown and Dr. Bruce Sheppard; and a *Philosophical Inquiry – Curricula Shifts in a Digital Age*, researchers Dr. Barrie Barrell and Ms. Mary Cameron.

The NLTA is a community partner in the Killick Centre and Alex Hickey, Coordinator of the Virtual Teacher Centre, who has been involved in his project from the concept stage, is providing web development and hosting of the Project's web site. The site will be one of the major vehicles for the dissemination of research findings. The VTC is pleased to be a partner since it too deals with the realm of distance learning by teachers.

For further information on the Killick Centre visit www.killickcentre.ca or contact René Wicks, Killick Centre Project Coordinator, or Dr. Jean Brown, Principal Investigator who can both be reached at killick@mun.ca.

Artists rendering of a killick

# Request for Information Denied

*by* EDWARD HANCOCK

In a recent case, the Information and Privacy Commissioner for Newfoundland and Labrador has upheld a decision by the Province's Department of Education to deny a mother access to information she was seeking concerning her minor son. This case, and the Commissioner's ruling, is the first instance in which the *Access to Information and Protection of Privacy Act* ("ATIPPA") has been applied to the K-12 education system in the Province.

**The Background**

The matter involved a 14-year-old boy who had been diagnosed with a number of disorders. The boy was interviewed by two consultants from the Department of Education's Division of Student Support Services in the fall of 2005. Further interviews were conducted with the boy's mother and her husband. Shortly thereafter, the Director of Student Support Services received correspondence from the boy's mother in which she requested full records from, and/or transcripts of all of these interviews. The Director of the Department of Education ("the Department") responded to her request and advised the mother to submit a request for access to these records under the ATIPPA. The mother did so. In March 2006, the Department provided the student's mother with a copy of the notes from the interviews held with the mother and her husband, but advised the mother that access to the interview notes from her son's interview was being denied in accordance with sections 30 and 65 (d) of the ATIPPA.

Section 30 of the ATIPPA directs that the head of a public body shall refuse to disclose personal information to an applicant, except in specified circumstances such as:

a) the applicant is the individual to whom the information relates;

b) the individual to whom the information relates has, in writing, consented to the disclosure; or

c) there are compelling circumstances affecting a person's health or safety.

Section 65 of the ATIPPA reads, in part: *A right or power of an individual given in this Act may be exercised: d) by the parent or guardian of a minor where, in the opinion of the head of the public body concerned, the exercise of the right or power by the parent or guardian would not constitute an unreasonable invasion of the minor's privacy.*

Shortly after responding to the mother's request, the Department received another access to information request in April 2006 signed by the 14-year-old student himself. After initially responding directly to the son to acknowledge receipt of his request, the Department then corresponded with his mother, denying access to the information, stating in part: *The Department is denying the request in that I am of the view that this request is not for the benefit of [the son] and maintain that disclosure would constitute an unreasonable invasion of his privacy.*

Following receipt of this denial, the mother filed a Request for Review with the Information and Privacy Commissioner (the "Commissioner"). The Commissioner's Office requested and received the full record from the Department. It also received written submissions from the mother of the student and from the Department setting out their respective positions on the matter.

**Department's Submission**

The Department argued that the student was neither capable of fully comprehending the nature of his request nor the process involved in filing same. The Department therefore contended that this request effectively was made for the benefit of the student's mother, particularly in light of the mother's previous attempts to gain access to the information. The Department maintained that releasing the information to the son would be tantamount to releasing it to his parents. Therefore, the Department argued, to disclose the request records would amount to an unreasonable invasion of the boy's privacy.

**Mother's Submission**

The mother disagreed with the Department's position that she is not entitled to her son's information because it would be an unreasonable invasion of his privacy. She noted that she and her husband had granted permission to the consultants to interview their son and yet, as his parents, they were not provided any feedback from that interview. She also maintained that, as the boy's parents, they were acting in his best interest in seeking access to the requested records. Notwithstanding her own concerns with respect to accessing her son's information, the mother maintained that her son had now applied for access to his own information (subsequent to her own request) and as such, pursuant to s.30(a) of the ATIPPA, he should be granted such access. She questioned how her son could be denied access to his own information, and argued that the Department could not deny access to her based on an unreasonable invasion of her son's privacy, while denying access to her son for the same reason.

**Considerations**

The Commissioner first sought to determine who the applicant was for the purposes of the access to information request. While it was the son's application for information in April 2006 that led to the mother's request for a review of the Department's decision, the Commissioner considered that the mother's previous unsuccessful attempts to gain access to the information should not be considered coincidental. Instead, the Commissioner concluded that the second request for information, signed by the son, was likely done as a direct result of the mother having been previously denied access. As the Commissioner's Report stated: *In other words, if she was unable to secure access on her own behalf, she would attempt to do so through her son.*

The Commissioner concluded that the student's mother was considered to be the applicant for the purpose of the Review. The Commissioner ruled that the evidence presented suggested that the son likely did not initiate the request completely on his own accord, that the mother filed the request for the review and provided all subsequent correspondence to the Commissioner's Office. Accordingly, the evidence indicated that at no point did the son submit any information on his own behalf nor make any claim of ownership concerning the request so as to be considered the applicant.

The Commissioner then turned his attention to whether the mother was entitled to the records requested. The Report noted that, while Section 65 of the ATIPPA clearly provides parents with certain rights with respect to their children, it is equally clear that such rights are not absolute. In determining whether the mother's request constituted an unreasonable invasion of the son's privacy, the Information and Privacy Commissioner made reference to reports by his counterparts in British Columbia and Ontario. The British Columbia case (order 00-40) noted that where an applicant is not truly acting "on behalf of" an individual, the access request is to be treated as an ordinary, arms-length request under the Act, by one individual for another's personal information. The Ontario case (order P-673) made the same distinction and also found that, based on the sensitive nature of the material contained in the record, the release of the son's personal information would not serve the best interest of the child in that particular case.

After noting the above case references, the Commissioner's Report noted: *While I fully appreciate the intent of Section 65(d) in imparting specific rights on a parent or guardian, I believe the qualification imposed on this provision is an important one and not to be taken lightly. The legislation clearly recognizes the privacy rights of individuals, including the rights of a minor. As such, it is incumbent on a public body and on me as the Commissioner, to consider the best interest of the individual whose privacy may be invaded and to exercise discretion in ensuring an appropriate level of protection in circumstances where it is warranted.*

**Conclusion**

The Report concluded that: *Based on all the evidence before me, I do not believe that releasing any of the information to the mother would be in the best interest of the son. Having placed significant emphasis on the privacy rights of the individual, I find that releasing the responsive record to the mother in this case would constitute an unreasonable invasion of the son's privacy. As such, the Department [of Education] has appropriately relied on Section 65(d) in deciding to withhold this information.*

Thus, the Department of Education's decision to deny the mother's request was upheld. The legislation provides for the right of the applicant to appeal a decision to the Newfoundland and Labrador Supreme Court (Trial Division) within 30 days of receiving the Department's final decision. The matter has not been appealed. (For the full case report, go to www.oipc.gov.nl.ca/reports.htm, case 2006-012.)

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*Edward Hancock is Executive Director of the NLTA and President of the Canadian Association for the Practical Study of Law in Education (CAPSLE). This article appeared in the March issue of CAPSLE Comments, and has been reprinted with permission.*

# Go Healthy and Breathe Deep!

*by* KATHY TAYLOR-ROGERS

Making significant changes in one's lifestyle takes a lot of energy but it can be well worth it. When changes don't work, I think part of the reason is that not enough thought, soul searching and preparation have gone into making the decision. People need to really own a decision before they can succeed with following through on it. There are many things that people who care about us attempt to persuade us to do, but we need to decide to make significant changes in our lives or the change is unlikely to last.

If you are a smoker and have given any thought to quitting then this article is here to encourage you to do the 'soul searching' and planning necessary in order to make the decision to quit and stick to it. Did you know that according to the 2004 Surgeon General Report, smoking harms nearly every organ of the body, causing many diseases and reducing the health of smokers in general? The list of diseases caused by smoking includes: bladder disease, esophageal disease, laryngeal disease, lung disease, oral disease, throat cancer, chronic lung diseases, coronary heart and cardiovascular diseases, negative reproductive effects, abdominal aortic aneurysm, acute myeloid leukemia, cataracts, cervical cancer, kidney cancer, pancreatic cancer, pneumonia, periodontitis and stomach cancer. Smoking has been directly related to emphysema, heart disease, and is the leading cause of lung cancer. Who among us does not know of at least one person who has died of heart complications who was a known heavy smoker? Other negative aspects of smoking are: the financial burden that it places on the smoker and their family; unpleasant odors resulting from smoking; higher life/health insurance premiums; and, the damage that smoking does to one's emotional well-being in today's society. The Surgeon General's Report (2004) also states that cigarettes with lower machine measured yields of tar and nicotine provide no clear benefit to health. In other words, smoking 'light' cigarettes does not reduce the risks to your health.

Despite all of the bad news, there is good news. The Surgeon General's Report also indicates that making the choice to quit smoking will have the effect of reducing risks for diseases caused by smoking and improving health in general. With the extensive list of ways that smoking can be harmful to your health, there is every good reason to quit and no good reason to continue to smoke. Most smokers who make the decision to quit smoking and stick to it report feeling healthier and more energetic once the toxins from the nicotine have a chance to leave their system. We only get one body and one chance at life; don't you want to make the most of it? I do not in any way mean to minimize the addictive nature of nicotine, but there are many ways to deal with the addiction issues involved in the quitting process that will minimize, if not eliminate, the discomfort of nicotine withdrawal. Unfortunately, we have a tendency to make excuses for why we won't do something that we know will benefit us: "The harm is probably already done"; "I'll quit when I'm ready"; "Now is not a good time to quit because I've got too much going on at work"; "I know a guy who has smoked three packages of cigarettes a day since he was 15 years old and he just turned 82"; etc. These excuses will only become regrets if you are suddenly diagnosed with a terminal disease. The last thing anyone wants to say during his or her lifetime is: "If only I had listened to you." Even worse, in some cases it is the family left to say: "If only she had listened to me when I begged her to quit".

For those who make the decision to quit, studies have shown five steps that will help you to quit for good. These steps are as follows:

**1. Get Ready**

- Set a quit date.
- Change your environment to get rid of *all* cigarettes and ashtrays in your home, car, place of work – don't let people smoke around you.

## Teachers Go Healthy Contest Winner

Congratulations to **Barbara Moores** of St. George's Elementary in Conception Bay South for the winning entry in the EAP Teachers Go Healthy Contest.

Thank you to all teachers who participated in the contest. Entries received will now be used to compile a menu planner for teachers.

• Review your past attempts to quit and think about what worked and what didn't.
• Once you quit, don't smoke at *all*.
• Make a list all of the reasons that you want to quit and read them to yourself everyday.

**2. Get Support and Encouragement**

• Studies show that you have a better chance of being successful if you have help.
• Ask your family and friends for their support, which will include not smoking around you or leaving cigarettes where you can see them.
• Get individual, group, or telephone counselling as this can double your chance of success – telephone counselling is available through the Smokers Help Line at 1-800-363-5864.

**3. Learn New Skills and Behaviors**

• Try to distract yourself from urges to smoke. Talk to someone, go for a walk, or get busy with a task.
• When you first try to quit, change your routine. Use a different route to work, drink tea instead of coffee, and eat breakfast in a different place.
• Do something to reduce your stress, like taking a hot bath, exercising or reading a book; plan something enjoyable to do every day.
• Drink a lot of water and other fluids to help flush the nicotine and other chemicals from your system.
• Visit the dentist and have your teeth cleaned to get rid of the tobacco stains or even consider having them whitened and resolve to keep those stains away.

**4. Get Medication and Use it Correctly**

• Medications can help you stop smoking, such as Bupropion SR, nicotine gum, nicotine inhaler, nicotine nasal spray, nicotine patch, nicotine lozenge. Check with your doctor to determine which medication might work best for you and follow directions on the package.
• Medications will double your chances of quitting and quitting for good.

**5. Be Prepared for Relapse or Difficult Situations**

• Most relapses occur within the first three months after quitting. Don't be discouraged if you start smoking again. Most people try several times before they finally quit. It may be worthwhile to avoid the following triggers: alcohol, as drinking lowers your chances for success; other smokers; weight gain – many smokers will gain weight when they quit but usually less than 10 pounds, so eat healthy and stay active to avoid letting weight gain distract you from your goal; try chewing gum, brushing your teeth more often or sucking on a strong menthol-eucalyptus flavored cough drop to relieve the urge to snack instead of smoking.

Be alert for bad moods or signs of depression – you may become somewhat irritable while quitting. Be cognizant of this and try to do things you enjoy when you find yourself feeling down or irritable. Note that some smoking cessation medications can reduce the risk of depression.

We only get one chance at life. Don't let a habit take control of your life and create health problems that could end up costing you everything. Life is too precious. Do not allow procrastination to get in your way and do not delude yourself by thinking nothing bad will ever happen to you if you continue smoking. Take control now and *quit* – do it for you, for your family, for your children, for your spouse, for your grandchildren. Do it for the health of it!

If you would like to avail of further resources to assist you in your effort to quit smoking, please refer to the Health Canada website at www.hc-sc.gc.ca. Once on the website, click on the Healthy Living tab and scroll down and click on Tobacco. Another consideration is reading the book *Tainted Love: Diary of a Smoker*, by Trina Triano. This book chronicles Trina's difficult journey to quit a 34-year-old habit.

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*Kathy Taylor-Rogers is an EAP Coordinator with the Employee Assistance Program for teachers. For confidential assistance contact Kathy Taylor-Rogers (ext. 242) or Marie Wall (ext. 265).*

# Eating Disorders

*by* PATRICIA NASH

An eating disorder is a psychiatric illness that can have very serious medical complications. The mortality rate can be as high as twenty percent. The number of adolescents with a serious eating disorder is increasing in our province. The recently formed Eating Disorders Foundation of Newfoundland and Labrador is attempting to bring awareness and education to the topic of Eating Disorders. This is a goal I fully support.

As I wrote this article I soul searched for insights about eating disorders that I could possibly share with my fellow teachers. I write this article wearing a number of hats: a teacher with 29 years of experience; a recent Masters of Counseling graduate; a mom of two young adults; a founding member of Parents of Hope support group; and co-facilitator of the Bridge to Hope parent psycho-education group. What has this combined experience taught me about eating disorders? What have I learned that I could possibly pass on to anyone working in the education system?

As a teacher I first encountered the term "eating disorder" (ED) when a student of mine battled with her ED. From my experience with this wonderful young woman I thought I knew then what EDs were all about. I was to learn I knew nothing! In 2000 my daughter developed a serious ED and I began to learn what it is like to love and try to support someone struggling with this very serious and dangerous illness. She battled with her illness and I journeyed with her in many ups and downs for three long challenging years. Thankfully my daughter is now in good recovery from her ED. It has been my choice to stay active with issues around EDs. Throughout my Masters degree it was the focus of many papers and presentations.

I joined my first parent support group in 2000 and am still an active member of our monthly Parents of Hope support group. Since the fall of 2005 I have co-facilitated three 7-week psycho-education groups for parents whose young people have been diagnosed with an ED. So I speak not only from my experience as a parent but also for many of the other parents I have encountered in the past six years.

What is it we need to say to those who are involved with education in our province? The first goal would be to simply bring awareness to the seriousness of EDs. According to Dr. Anna Dominic, an adolescent medicine pediatrician at the Janeway Hospital, EDs are a major illness in Newfoundland and Labrador. There have been over 150 patients diagnosed and followed for management of an ED by the Adolescent Medicine Team at the Janeway. Many of these individuals have required hospitalization because of the severe medical consequences of their eating disorders.

As a classroom based teacher myself I realize we sometimes feel overwhelmed with ISSPs and Pathways information. There are so many disabilities we have to take into account in working in our often over crowded classrooms. There are students with many needs and it is often overwhelming to try and meet the needs of such diverse classrooms where inclusion is the rule. So educators may read this article and feel that now they have to know about Eating Disorders too. It is too much they may say! I sympathize. I have class sizes of about 30 and I too feel the stress.

It is often the teacher who is in a position to note something very different and concerning about a student. It is then the teacher who can pass on this concern to the guidance counselor or the parent. For instance, a teacher can see the loss of weight especially after summer holidays when you have not seen the student for a number of weeks. Because this loss can happen so gradually it is sometimes not noted by parents as readily as by teachers. If you note a radical change in the mood or behavior of the student along with a loss of weight, this too would be a concern. Often an outgoing, involved student becomes quieter and more withdrawn. In a number of cases friends of the young person may know there is a serious problem and the teacher may be in a position to be told this concern. If there is early detection of an ED the adolescent will have a much better chance of a good recovery.

I have heard many presentations from health professionals where it is stated that the self-esteem of a young person can be essential in the prevention of EDs. For this reason it is important that we as educators keep this uppermost in our minds in all encounters with our students. We must try to bolster the self-confidence of our students at every opportunity. This is something that most teachers innately try to do but it is always good to bring awareness to this area.

I believe it would be of great benefit if at the department level units were organized for teachers on the topic of self-esteem and body image. We need to work on helping students – especially young girls – face the media pressures to be thin. If there are schools and teachers who have already developed units for any grade level on this topic I would appreciate hearing from you. Perhaps we could start a database and share our resources with teachers who would like to build this theme into their courses.

There is a much-needed emphasis in schools now on eating healthy. This is great! But we must be aware of the need for balance. There is a concern that the attention to the obesity issue could trigger more cases of EDs. The emphasis must be on healthy lifestyles, not just on food issues.

On behalf of the Parents of Hope support group I also want to include some suggestions about how to help students who are returning to school after a hospital stay due to an ED. If possible, a discussion between parents and the guidance counselor is recommended. The counselor can then – with the family's approval – make the teacher aware of the struggle of this young person. In most cases EDs are a long-term illness. There are many things we can do in schools to help the adolescents in their struggle. Awareness and knowledge around ED is key. This is often a very confusing and scary time for the young person and their family and the support of the school system can be so very important. As a parent the kind words and encouragement of some teachers meant so much to both my daughter and myself during her illness.

In the St. John's area the treatment for an adolescent with an ED is very much a team approach. The young person would be seen on an outpatient basis by a team of health professionals. This will frequently involve many appointments at the hospital. If the school is aware of this ongoing team approach then they can be a valuable support for the young person. It can be a challenge for the parents and the adolescent to balance the importance of the education of the young person with keeping the person well enough to stay out of the hospital and in some severe cases, alive. I realize services outside of the St. John's area are much different. There is a great need for more services both in the St. John's area and throughout the province.

Eating Disorders is an issue that needs to be discussed. It is a mental illness with severe physical consequences and as educators we need to be more informed about it. If you have any questions related to this article feel free to contact me at patricianash@esdnl.ca.

*Patricia Nash is a Language teacher at Leary's Brook Junior High in St. John's.*

*Little Giant*

# Local Teacher Recognized for Years of Dedication

*by* GREG KNOTT

Described as being small in stature but gigantic in thought, action, and heart, Pam Parsons, was recently recognized for her 14 years of service to the Allied Youth Program in the province.

Originally from Twillingate, the grade four teacher at Bay d'Espoir Academy joined Allied Youth when she was in grade seven.

Allied Youth, an international organization run by youth, deals with issues affecting young people including, leadership, career planning, positive lifestyles, technology, global issues, community involvement and celebrating youth achievement.

Through self-awareness, communication and interpersonal skills, leadership skills and community involvement, participants, which include grade seven to grade twelve students, achieve their objectives by participating in sporting and social activities, leadership opportunities, educational sessions and community projects.

Last November at the International Conference of Allied Youth held in Halifax, Ms. Parsons was presented with the Dr. Daniel Poling Award for 2006-07.

"This award was a great honor for me as it is the most prestigious award within the organization."

Named after the founder of Allied Youth International, an organization which began in the United States in 1931, the award is the highest in the organization and is given to an individual who has made a significant contribution to the Allied Youth program.

As a high school student Ms. Parsons was heavily involved in the group, holding a number of provincial and international elected positions.

"When I finished school and went to university, I stayed involved as a chaperone."

Currently she is chairperson of the advisory committee for the youth group, a group of adults who meet several times a year to oversee things such as finances.

Last year as part of the international advisory committee along with a number of high school students, Ms. Parsons helped to plan the International Conference in Halifax.

Shawn Fowlow, principal at Bay d'Espoir Academy said a lot of what she has learned with Allied Youth has been brought over to the classroom.

"Within the school she is a fabulous teacher, excellent relationships with the students. She's got the potential to be a good young leader."

*This article, written by Coaster reporter Greg Knott, was originally published in the January 23, 2007 edition of the Coaster, and has been reprinted with permission.*

**Pam Parsons, grade four teacher at Bay d'Espoir Academy received the Dr. Daniel Poling Award from another Twillingate native and adult Allied Youth helper, David Dove.**

# RESOURCES

## EATING WELL WITH CANADA'S FOOD GUIDE

Health Canada recently launched the new 2007 version of *Canada's Food Guide – Eating Well with Canada's Food Guide*. The new *Food Guide* is available online and has a wide array of resources that would be excellent for teachers. *Eating Well with Canada's Food Guide - A Resource for Educators and Communicators* provides background information, tips and tools to complement each recommendation in *Canada's Food Guide*. This resource can be used to: write and talk about the importance of eating well; develop or advocate for nutrition policies; and create new tools and resources.

An important new feature of this *Food Guide* is that it now offers Canadians information on the amount and types of food recommended for their age and gender. Canadians now have a wealth of information available at their fingertips with an enhanced, interactive Web component. *My Food Guide* will help users personalize *Food Guide* information according to their age, sex and food preferences, and will also include more culturally relevant foods from a variety of ethnic cuisines. By this Spring, Canadians will be able to print *My Food Guide* in a number of different languages. Health Canada is also developing a specially tailored *Food Guide* for First Nations, Inuit and Metis people that will be released this Spring.

For more information on *Canada's Food Guide*, please visit www.healthcanada.gc.ca/foodguide. You can also order a copy of *Eating Well with Canada's Food Guide* by calling 1-800-O-Canada (1-800-662-6232).

## FREE TEACHING TOOLS ON PLASTICS AND THE ENVIRONMENT

In response to an overwhelming demand from the Canadian educational community, the Environment and Plastics Industry Council (EPIC) has created a web site (www.plastics.ca/teachers) which includes an assortment of free educational materials on plastics and the environment. There is a broad range of curriculum from Grades 2-10, along with on-line games, crossword puzzles and word finds, a plastics primer 101 and interesting tidbits on the plastic recycling process (including a graphic depiction). Most of the material can be downloaded directly from the site and most of it is available in English and French.

EPIC worked with teachers and consultant to create a comprehensive site with materials that could be rolled out easily into the classroom, without the teachers having to spend valuable time doing research or background work. Curriculum included on the site includes the following:

- How plastics were developed as a way to help save elephants from hunters (*What do Elephants Have to Do with Plastics?*)
- How students can conduct hands-on science experiments (such as making slime) to learn about the different properties of plastics (*Lesson Plans based on Hands-On ScienceLab*)
- The science behind a large-scale phytoremediation project (*The Elevated Wetlands*)
- Lesson plans based on the different kinds of plastics, raw materials, manufacturing processes, plastic properties, waste and water (*Plastic Lesson Plans*)
- A classroom debate program that delves into the recycling of plastics (*Let's Recycle It*)
- A comprehensive collection of lesson plans and teacher guides on the business, science and environmental aspects of plastics (*The Virtual Classroom*)

EPIC also offers other teaching tools, such as a colourful poster that depicts the different processes a pop bottle needs to go through before being recycled into a fleece pullover. Online student activities include a Peanut Adventure Game, where students travel to five different cities and play environmental games to earn clues, along with the Litter Adventure Game, where students play a series of anti-litter games. Both focus on the environment.

EPIC also produces an electronic newsletter, called *Plastics in-Class*. The newsletter discusses real-life plastics recycling applications, offers suggestions for classroom activities and provides information on upcoming events and contests, such as EPIC's annual Calendar Contest, in which EPIC publishes 13 of the best student-authored anti-litter posters. Check out the contest – and the rest of the site – at wwww.plastics.ca/teachers. And be sure to sign up for your free subscription to *Plastics in-Class*.

## Trading Away the Right to Food

Five new on-line videos that use images, cartoons and analysis from around the world to tell the story of unfair trade from the point of view of farmers.

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|---|---|
| Section A: | Agribusiness |
| Section B: | Subsidies and Dumping |
| Section C: | Tariffs and Free Trade |
| Section D: | The WTO |
| Appendix: | Supply Management in Canada |

Each video is approximately 15 to 20 minutes in length and comes with a variety of follow-up classroom activities and research suggestions. Suitable for students 15 to 18 years.

Available now on the NLTA's Virtual Teacher Centre at www.virtualteacher-centre.ca/oxfam/oxfam.aspx

Oxfam Canada

a partner of
the Canadian Teachers' Federation

# Calendar

**MULTI-MODALITY SUPPORTS FOR COMMUNICATION AND COGNITION: STRATEGIES FOR STUDENTS WHO FACE SEVERE AND MULTIPLE CHALLENGES INCLUDING AUTISM SPECTRUM**

*April 24, 2007*

Classroom G-05, Southcott Hall, L.A. Miller Centre, 100 Forest Road, St. John's. The Speech Language Pathology Council of Eastern Health presents a workshop with Linda Burkhart. This conference will be of interest to speech-language pathologists, occupational therapists, senior therapists with the ABA program, teachers, early childhood educators, parents. etc. Fee: $200 (includes $35 fee for make and take materials). To register or for more information contact Chris Murphy, Tel: 709-777-8109, Chris.Murphy@easternhealth.ca

**EDUCATION FOR SOCIAL JUSTICE: FROM THE MARGIN TO THE MAINSTREAM**

*May 4-6, 2007*

Ottawa Marriott Hotel. A Canadian Teachers' Federation Conference. Featuring: Lieutenant General Roméo Dallaire, Jim Cummins, Henry Giroux, Mary Gordon, Tom Jackson, Deidre Kelly, Douglas Roche, and Paul Shaker. Registration fee: $428. Visit www.ctf-fce.ca for a registration form and program details.

**ARTS WORK II CONFERENCE**

*May 14-15, 2007*

Corner Brook. A two-day provincial arts in education conference for K-12 teachers. Contact donnamills@gov.nl.ca.

**SCHOOL ADMINISTRATORS' COUNCIL CONFERENCE**

*May 23-25, 2007*

Terra Nova Golf Resort. Theme: *Instructional Leadership … and Other Duties as Assigned*. Contact: Rick Thorne, Random Island Academy, Tel: 709-547-2379 (s), Fax: 709-547-2549, richardthorne@esdnl.ca.

**NATIONAL CONFERENCE ON LEARNING DISABILITIES**

September 27-29, 2007

Delta Hotel and Conference Centre, St. John's. Hosted by the Learning Disabilities Association of Newfoundland & Labrador, in partnership with the Learning Disabilities Association of Canada. Featuring: opening reception with Dr. Thomas E. Brown, author of *Attention Deficit Disorder: The Unfocused Mind in Children and Adults*; Dr. Mel Levine, Co-Founder "All Kinds of Minds", learning expert and author of *A Mind at a Time*; stories of hope with Leslie Coull and Frank Johnson; concurrent sessions with Dr. Thomas Brown, Dr. Robert Weaver, Mahesh C. Sharma, Nanci Bell, Barouch Chai, David Bradburn, Dr. Maggie Mamen, Dr. Mark Cooper, Dr. Anthony Colarossi, Rondalyn, Varney Whitney and others. Early bird registration (deadline: May 31, 2007): $350. Travel and accommodation discounts available. Visit www.nald.ca/ldanl for full conference details or call Debbie at 709-753-1445 (debbie.ldanl@nl.rogers.com).

## Dates to Remember

### April 2007

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|---|---|
| Apr 15 | **Deadline:** Notice of postponement of Deferred Salary Leave or withdrawal from DSLP |
| Apr 30 | **Deadline:** Deferred Salary Leave Applications |
| Apr 30 | **Deadline:** Year-end resignation from contract |

### May 2007

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| May 7 | **Deadline:** Notification by Board of layoff |
| May 13-19 | Branch Election Week |
| May 17 | **Deadline:** Professional Development Fund applications |

### June 2007

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| June 8-9 | NLTA Executive Meeting |
| June 15 | **Deadline:** Notification by board of acceptance/rejection of Deferred Salary Leave requests |
| June 21 | **Deadline:** Professional Development Fund applications |

### July 2007

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| July 31 | **Deadline:** NLTA Scholarship Applications |

## NLTA

## BRANCH ELECTIONS

### May – June 2007

- Would you like to be more involved in decisions affecting your professional and personal future?
- Do you feel you have skills or abilities which you can offer to your professional Association?
- Would you like to be more informed about, and involved in, the internal operations of your Association?

Then consider becoming a member of your branch leadership team by offering yourself for a position on the branch executive when branch elections are held this spring. **Contact a member of your branch executive or your NLTA School Representative for more details.**

## NLTA Scholarships

To obtain an application form visit the NLTA website at **www.nlta.nl.ca** and click on **"Forms Online"** or contact the NLTA Professional Development Division, Tel: 726-3223 or toll free at 1-800-563-3599.

### Application Deadline: July 31, 2007